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ABSTRACT

This resource guide contains an annotated listing of high quality resources, including videotapes, books, curricula and other materials, that can be used to assist in developing a more diverse and better prepared workforce to serve infants, toddlers, children and families. It includes: (1) materials that can be used to recruit and support culturally and linguistically diverse students and faculty in higher education; (2) materials to assist faculty, trainers, supervisors and other decision makers in preparing personnel to work effectively with culturally and linguistically diverse children and families; and (3) materials to support and strengthen linkages among institutions of higher education, families, community practitioners and agencies. All items have been reviewed carefully to ensure that they are culturally and linguistically sensitive and, to the extent possible, free from bias or prejudice. The guide is divided into two sections: Resources and Appendices. The Resources section describes primary and supplemental resources and includes information on the content of the materials, the medium, the source, and the cost. Five appendices include: (1) Diversity Organizations and Associations; (2) Diversity Publishers; (3) Source Lists; (4) Title Index; and (5) Author Index. (SG)

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WalkingtheWalk

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A Guide to Diversity Resources for Trainers

Compiled and previewed by
Camille Catlett
Pamela J. Winton
Rosalie N. Parrish and
Cindy White

EC 308881
Frank Porter Graham Child Development Center
The University of North Carolina at Chapel Hill

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2001

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This symbol designates items that have been reveiwed for cultural and linguistic appropriateness by the CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute. Reviews are available at http://clas.uiuc.edu/search.html

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Introduction: How to Use *Walking the Walk*

Walking the Walk: A Guide to Diversity Resources for Trainers is an annotated listing of high quality resources. These include videotapes, books, curricula and other materials that can be used to assist in growing a more diverse and better prepared workforce to serve infants, toddlers, children and families. It includes:

- materials that can be used to recruit and support culturally and linguistically diverse students and faculty in higher education;
- materials to assist faculty, trainers, supervisors and other decisionmakers in preparing personnel to work effectively with culturally and linguistically diverse children and families; and
- materials to support and strengthen linkages among institutions of higher education (including community colleges, 4-year institutions, and Historically Black Colleges and Universities [HBCUs]), families, community practitioners and agencies.

All items in *Walking the Walk* have been reviewed carefully to make certain they are culturally and linguistically sensitive and, to the extent possible, free from bias or prejudice.

Please note that *Walking the Walk* is not intended to be a comprehensive document. Instead, this collection represents materials the compilers have used, currently use and will continue to use even as we work to discover and create new materials in this very dynamic field. Your help in facilitating those discoveries will be greatly appreciated.

Features of *Walking the Walk*

This symbol in the margin designates items that have been reviewed for the cultural and linguistic sensitivity as part of the CLAS (Culturally and Linguistically Appropriate Service) Early Childhood Research Institute. Each review provides information about the strengths, limitations, and potential uses for personnel preparation of the material. The home page for CLAS is http://clas.uiuc.edu. Reviews of materials may be found by title or by author at http://clas.uiuc.edu/resource.html.

Online Access

Walking the Walk is available online as a PDF file at http://www.fpg.unc.edu/~walkingthewalk/rg

By downloading Adobe Acrobat Reader (available for free at the web site) you will be able to read, print or search the document. Additional diversity resources are available at the Walking the Walk project web site (http://www.fpg.unc.edu/~walking the walk/).

How is *Walking the Walk* organized?

This guide is divided into two sections: Resources and Appendices.

This section includes the descriptions of over 100 resources, divided into two categories: *Primary Resources* and *Supplemental Resources*.

Primary Resources typically are items that are intended for instructional use and lend themselves without adaptation. The description of each item includes the title, author(s), publication date, format (e.g., print, video, audiotape), a brief description of the content, the level of impact, publisher or source, and cost (if any). See diagram below.

Title — **Developing cultural competence in early childhood assessment**

Author or editor — **Susàn M. Moore, Janet Beatty, & Clara Pérez-Méndez**

Description of contents — These training materials were developed to respond to questions regarding the best methods for incorporating values, cultural differences, and child-rearing practices into everyday usage when interacting with families from diverse linguistic and cultural backgrounds. It provides frameworks for examining, or teaching/training about skill in five aspects of early childhood assessment: gathering background information; working with interpreters and cultural mediators; adapting formal measures and utilizing informal measures; interpreting assessment information; and sharing information with families. Two unique tools (*Cultural Competence Team Self-Reflection Tool* and *Personal Values Self-Reflection Tool*) could be very useful in facilitating the movement of trainees from awareness to application of cultural knowledge.

Date, medium, cost — **1995 Print $10.00**

Publisher's or distributor's contact source — Chad Koffman
Department of Speech, Language, and Hearing Science
University of Colorado at Boulder
Box 499/409
Boulder, CO 80309
Phone (303) 492-3066

Supplemental Resources are items that might be useful as activites, checklists, vignettes, handouts, readings, or bibliographic entries. They are described in less detail than items in the Primary Resources. The description of each item includes the title, author(s), source (publisher or distributor), and cost (see diagram below). **For the full address and telephone number of any Supplemental resource, please refer to the Source List, which begins on page 29 of this book.**

Title — **Multicultural education: Raising consciousness**

Author or editor — Boutte, G. (1999). Florence, KY: Wadsworth Publishing Co.

Date and publisher

Description of contents — This resource captures the complexity of multicultural education by examining issues from early childhood through elementary school, high school, university, and into the workplace. Assessment issues and parenting issues are examined along with many areas of multiculturalism, including ethnicity, religion, exceptionality, socioeconomic status, and gender. Readers will have many opportunities to examine their own beliefs from the standpoint of both institutional and individual discrimination. Practical application is mixed with theoretical, research, and conceptual information. Cost: $55.95

Cost

Appendices

There are five appendices to *Walking the Walk*.

Diversity Organizations and Associations lists places, initiatives and projects with a commitment to and information about diversity. Each source offers additional resources for teaching, training, supervision and staff development.

Diversity Publishers features producers and developers of resources (for adults and children) that support cultural and linguistic diversity and cultural competence. This includes products in multiple languages and products that promote culturally competent practices.

The *Source List* includes publishers and producers for all materials described in *Walking the Walk*. Each entry includes the name of the individual, group, agency, department, institution or publisher, an affiliate institution (where appropriate), mailing address for ordering, telephone number, fax number, and, where available, Email and Web addresses.
The *Title Index* lists all materials in this volume alphabetically.
The *Author Index* lists all the authors and editors (including institutions) of materials in this volume.

Support for this Product

The authors of this publication have received funding from the U.S. Department of Education, Office of Special Education Programs (Grant # H324R00030) to develop, implement and evaluate approaches that support increases in the cultural and linguistic diversity of personnel serving children and families. Information about the project (Walking the Walk: Promoting Diversity in Early Childhood Intervention through Campus-Community Partnerships) and additional resources are available at the project web site (www.fpg.unc.edu/~walking the walk/).

From time to time, books go out of print, telephone numbers or Email addresses change, the publisher's contact person moves on, or other things change. If you find any information in this book that is out of date, please contact us (at 919/966-6635; or camille@unc.edu) so we can update our files. Thank you.

Diversity

This section includes materials to support cultural and linguistic diversity in all aspects of personnel preparation and service delivery. This includes resources to encourage the recruitment and support of diverse individuals, facilitate the appreciation of individual differences in ourselves and others, promote the infusion of diversity throughout coursework and practical experiences and foster collaboration with diverse community partners.

Primary Resources

Anti-bias curriculum: Tools for empowering young children

Louise Derman-Sparks and the A.B.C. Task Force

This book provides a comfortable framework for programs to use in creating an anti-bias environment for young children, including a self-education guide for introducing the curriculum into an existing program. Chapters deal with a variety of issues in the area of inclusion, including racial differences and similarities, cultural differences and similarities, learning about disabilities, learning about gender identity, learning to resist stereotyping and discriminatory behavior, and activism. Developmental tasks and guidelines, worksheets, activities and resources are provided.

1989 Print **$9.00 plus postage & handling.**
Order No. 242.

National Association for the Education of Young Children (NAEYC)
1509 16th Street, NW
Washington, DC 20036
Phone (202) 328-8777 ext. 2001 or (800) 424-2460 ext. 2001 Fax (202) 328-1846
Email: resource_sales@naeyc.org Web: http://www.naeyc.org/

Dealing with differences: A training manual for young people and adults on intergroup relations, diversity, and multicultural education

Marion O'Malley & Tiffany Davis

This manual is designed for individuals who are interested in facilitating workshops, classes and training sessions on understanding diversity, promoting multicultural education and improving intergroup relations. Information is provided for trainers of varying skill levels, including introductory sections with tips on designing and facilitating training (novice) and conceptual frameworks for further exploration (advanced). The manual includes lots of ideas for organization of training, instructional approaches, dividing groups, providing feedback and planning next steps. Each activity includes goals, materials, procedures and trainers notes, along with reproducible overheads and handouts.

1994 Print **$75.00**

Crossroads Communications
P.O. Box 343
Efland, NC 27243
Phone and fax: (919) 563-1223
Email: crossroads4@mindspring.com

For ordering information, please see the Source List on page 29.

Developing cultural competence in early childhood assessment

Susan M. Moore, Janet Beatty, & Clara Pérez-Méndez

These training materials were developed to respond to questions regarding the best methods for incorporating values, cultural differences, and child-rearing practices into everyday usage when interacting with families from diverse linguistic and cultural backgrounds. It provides frameworks for examining, or teaching/training about skill in five aspects of early childhood assessment: gathering background information; working with interpreters and cultural mediators; adapting formal measures and utilizing informal measures; interpreting assessment information; and sharing information with families. Two unique tools (*Cultural Competence Team Self-Reflection Tool* and *Personal Values Self-Reflection Tool*) could be very useful in facilitating the movement of trainees from awareness to application of cultural knowledge.

1995 Print **$10.00**

Chad Koffman
Department of Speech, Language, and Hearing Science
University of Colorado at Boulder
Box 499/409
Boulder, CO 80309
Phone (303) 492-3066

Diversity

Janet Gonzalez-Mena

A series of four videotapes designed to help individuals working with young children and their families to integrate culturally responsive caregiving with developmentally appropriate practices and a set of thought-provoking discussion questions comprise this remarkable set of materials. The tapes (*Diversity, Independence and Individuality; Diversity: Contrasting Perspectives; Diversity and Communication;* and *Diversity and Conflict Management*) display a multiethnic group of practitioners and family members struggling over differences that arise from culturally driven views on caring for children. Preservice instructors, inservice trainers, or individuals with staff development responsibilities could use these materials to uncover pre-conceived notions, provide exposure to other viewpoints within a non-judgmental manner, and offer approaches to conflict resolution, all in a safe context.

1996 Video with accompanying print manual **$89.95 per video (includes manual)**
$295.00 for all 4 videos
30-day free evaluation is available

Magna Systems
101 N. Virginia St., Ste. 105
Crystal Lake, IL 60014-9800
Phone (800) 203-7060 Fax: (815) 459-4280
Email: magnasys@ix.netcom.com Web: http://www.webering.com/magna/index.htm

Essential connections: Ten keys to culturally sensitive child care

Center for Child & Family Studies

This 36-minute videotape does a sensitive, effective job of illustrating principles for creating culturally sensitive child care environments. It is accompanied by a "magazine" which offers additional text about the ten areas (Provide cultural consistency; Work toward representative staffing, etc.) discussed. Each area could provide the basis for discussion and strategizing about program-specific applications. Part of the *Culture, Families, and Providers* module described on page 10.

1993 Videotape with accompanying magazine. **$65.00 per packet**
Materials are also available in Chinese & Spanish. **(videotape and magazine)**

Bureau of Publications
Sales Unit Order No. 105b
California Department of Education
P.O. Box 271
Sacramento, CA 95802-0271
Phone (916) 445-1260, (800) 995-4099 Fax: (916) 323-0823
Email: jblack@cde.ca.gov Web: http://www.cde.ca.gov/cdepress/

For ordering information, please see the Source List on page 29.

Infusing cultural competence in early childhood programs

Nona Flynn, Eva Thorp, Kyppee Evans, & Cherie Takemoto, Editors

This publication, developed through a collaborative project between The Helen A. Keller Center for Human disAbilities at George Mason University and The Parent Educational Advocacy Training Center, includes a participant's notebook and trainer's manual for Multicultural Early Childhood Team Training, an inservice training model promoting parent/professional collaboration in early childhood settings. The materials have been used to prepare parents and professional teams to improve services to diverse families of young children with special needs. While targeting programs that serve families who represent multiple cultural and linguistic communities, there is a focus on cultural awareness, sensitivity, and competence. This compilation of eleven training modules includes objectives, teaching activities, and readings. The notebook is supported by a trainer's manual which provides easy to follow, step-by-step notes for instruction. The cross-cutting themes throughout are family centered practice, parent and professionals partnership, cultural competence, and systematic problem solving to promote program change.

1998 **Print** **$150.00**

Multicultural Early Childhood Team Training
Attention: Anna Wickline, Publication Specialist
George Mason University
Helen A. Kellar Center for Human disAbilities
4400 University Drive, (1F2)
Fairfax, VA 22030-4444
Phone (703) 993-2666 (bookstore)

Project CRAFT (Culturally responsive family-focused training)

Deborah Chen & Linda Brekken

These materials were developed as part of a 15-hour sequence of instruction designed to improve the quality of early intervention services provided to young children and their families from diverse cultures. A videotape and accompanying print materials address seven topics: stereotypes and the media; cultural diversity; family values; building relationships; communication; communication and language acquisition; and the NICU. Each topic area includes a video segment, a highlighted quote, key points, discussion questions, trainer notes, and handouts. Because of the organization of the materials, they lend themselves to use in preservice or inservice settings.

1997 **Video with accompanying print materials** **$74.95**

Paul H. Brookes Publishing Co.
P.O. Box 10624
Baltimore, MD 21285-0624
Phone (800) 638-3775 Fax (410) 337-8539
Email: custserv@brookespublishing.com Web: http://www.pbrookes.com

Understanding family uniqueness through cultural diversity

Margarita Luera

The Project Tä-kos approach to training cultural sensitivity to diversity is based on each participant identifying their own unique culture beginning with their family of origin's culture. The materials are designed to be used as a four workshop sequence: "Self-awareness," "Cultural Exclusiveness," and "Consciousness Raising" are completed in the first workshop; "Heightened Awareness" in the second workshop; "Overemphasis" in the third workshop; and "Integration and Balance" in the fourth and final workshop. Each component builds on the previous component. The user's guide specifies that while someone facilitating a workshop with these materials does not need to be a cultural expert, they must be very familiar with the materials.

1994 **Print** **$85.00**

Alta Mira Specialized Family Services, Inc.
1605 Carlisle NE
Albuquerque, NM 87194-70410
Phone (505) 262-0801 Fax: (505) 262-0845

For ordering information, please see the Source List on page 29.

Supplemental Resources

Alike and different: Exploring our humanity with young children

Neugebauer, B. (Ed.) (1992). Redmond, WA: Child Care Information Exchange.

Use this book to explore, with children or adults, the unique qualities that make us individuals. Consideration is given to differences of physical and intellectual ability, economic situation, cultural heritage, gender and age. Cost: $8.00

Amazing grace: The lives of children and the conscience of a nation

Kozol, J. (1996). New York: Harper/Collins Publishers, Inc.

Contradicting popular social research that often blames the poor for being poor, this book confronts poverty face-to-face and fearlessly recognizes the immoral way in which "the wealthiest country in the world treats her children." The author takes you on a personal tour of the Bronx, in New York, introduces you to people whose lives are more destitute than you can imagine, and forces you to take a long hard look at your own values. This book is an excellent narrative for those working in poverty-stricken urban areas that reflect complex social problems including drugs, prostitution and unemployment. It gives insight to the effects of such poverty on child development and can be an invaluable resource for preservice training in social work, psychology, education, or any related field. Cost: $14.00

And don't call me a racist!

Mazel, E. (Ed.) (1998). Lexington, MA: Argonaut Press.

This book is a treasury of quotes on the past, present and future of the color line in America, and it provides one of the most concise, comprehensive, and inclusive collections of quotes on race ever to be published. The range of thinking on the color line from the inception of the United States to the present offers the reader a powerful and accessible history of race in America.

Cost: Free. *Note:* Single copies are not available. Only shipped in cartons of 36.

Assessing and fostering the development of a first and a second language in early childhood: Training manual

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education.

This manual is designed to help train students, staff, and parents who work with young children to assess and foster language development in children from many ethnic backgrounds. Within the context of a preschool program, team members demonstrate and describe a 6-step sequence through which they gather information, engage the participation of family members, and adjust curriculum to support young language learners. It is designed to be used with a companion resource guide (*Assessing the Development of a First and a Second Language in Early Childhood: Resource Guide*) and video (*Observing Preschoolers Assessing First and Second Language Development*). Also provided are masters for overheads, handouts, and evaluation forms.

Cost: Training Manual ($19.00); Resource Guide: ($10.75); Video ($12.00)

Barnga: A simulation game on cultural clashes

Thiagarajan, S. & Steinwachs, B. (1990). Yarmouth, ME: Intercultural Press.

A card game designed to help participants experience the shock of realizing that in spite of many similarities, people from other cultures have differences in the way they do things. Run in a relatively short time, Barnga can facilitate discoveries and discussions about how to reconcile those differences in order to function in a cross-cultural relationship or group. Cost: $22.95

For ordering information, please see the Source List on page 29.

Building bridges with multicultural picture books for children 3–5

Beaty, J.J. (1997). Upper Saddle River, NJ: Prentice-Hall, Inc.

This book offers strategies for acquainting teachers and children with multicultural book characters as a strategy for helping them to relate to and accept the real multicultural people they meet. This resource offers suggestions for choosing books, leading children into book extension activities featuring multicultural characters, and developing multicultural curricula. Cost: $39.00

Building cultural reciprocity with families: Case studies in special education

Harry, B., Kalyanpur, M., & Day, M. (1999). Baltimore: Paul Brookes.

This monograph takes readers into the lives of eight families of children (preschool–high school) with disabilities. Each is unique in its culture, configuration and priorities. The cases and accompanying questions can be used to strengthen interactions between families, caregivers, and professionals with regard to the cultural values and beliefs that form families' goals for their children and conflicts between individual beliefs and the culture of special education. Cost: $30.00

Building support for better schools: Seven steps to engaging hard-to-reach communities

Southwest Educational Development Laboratory (SEDL). (2000). Austin, TX: SEDL.

This practical guide is designed for educators, civic leaders, and community organizers interested in involving traditionally hard-to-reach communities. It offers advice on getting to know your community, identifying issues important to the community and designating and training facilitators. Available in Spanish. Cost: $10.00. Download at no charge at http://www.sedl.org/pubs/family27/

A casebook for exploring diversity in K–12 classrooms

Redman, G. (1999). Upper Saddle River, NJ: Merrill.

This 2-part set (text casebook and instructor's manual) is designed for use in courses in which the goals reflect concern for cultural diversity. Brief teaching cases of real classroom situations include issues or challenges related to diversity. Socioeconomic status, ethnicity, religion, and sexual orientation are just a few of the thought-provoking topics covered in this book. Key concepts, reflection questions and learning extensions are included with each case, as well as information on writing new cases. Many of the issues raised can also be relevant in early childhood/early intervention coursework.

Cost: $23.00

Celebrating diversity: Aproaching families through their food

Eliades, D.C., & Suitor, C.W. (1998). (2ND ed.). Arlington, VA: National Maternal and Child Health Clearinghouse.

This monograph has lots of good information and good ideas for promoting the capacity of providers to communicate more effectively with a diverse clientele. "Strategies in action" describe challenging situations that could be used as vignettes in training. This resource may be freely copied.

Cost: $10.00

The children are watching: How the media teach about diversity

Cortes, C.E. (2000). New York: Teachers College Press.

This book is for all who are invested in educating young children about human diversity. This powerful resource demonstrates how media are shaping the way children think about themselves and the people around them. The book is divided into four sections that include accounts from personal life experiences, the concept of "societal curriculum," mass media, and media in the schools. Rich examples related to teaching and education make this a worthwhile instructional resource. Cost: $22.95

For ordering information, please see the Source List on page 29.

CLAS Technical Reports

CLAS (Culturally and Linguistically Appropriate Services). Early Childhood Research Institute. (ongoing). Champaign, IL: Author.

Looking for ways to infuse diversity throughout your teaching or training? The *Technical Report* series from CLAS may be just what you're looking for. Each paper examines the extent to which effective practices, identified by the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC), are represented in the delivery of early intervention services to families and young children (from birth to age 5) who come from diverse cultural and linguistic groups. Each technical report includes a review of the literature, annotated bibliographies, and a list of available resources from the CLAS web site. The Technical Reports are ideal for inservice and preservice early childhood personnel, and could be useful in college classroom curricula, workshops or ongoing research in the field. Cost: $7.50 each for print copies.

Available online at http://clas.uiuc.edu/techreports.html.

A class divided

PBS Video. (1997). Alexandria, VA: PBS Video.

In 1970, a public school teacher in Riceville, Iowa divided her all-white, all-Christian third-graders into blue- and brown-eyed groups for a lesson in discrimination. On successive days, each group was treated as inferior and subjected to discrimination. This 60-minute video shows the reunion of the teacher and class after 15 years to relate the enduring effects of their lesson. If investigating the long-term effects of stereotyping in schools and exploring new approaches to improving classroom relationships is your instructional goal, you'll appreciate this tape. It pairs effectively with *Eye of the Storm* (reviewed below), which chronicles the initial experiences of the teacher and students, and the book, *A Class Divided: Then and Now* (review follows). Cost: $200.00

A class divided: Then and now

Peters, W. (1987). New Haven, CT: Yale University Press.

Continues the story begun in *Eye of the Storm* (reviewed on page 12) of how a public school teacher in Riceville, Iowa divided her all-white, all-Christian third-graders into blue- and brown-eyed groups for a lesson in discrimination. On successive days, each group was treated as inferior and subjected to discrimination. This book describes the 1985 reunion of the students and their teacher and chronicles the profound and enduring effect on the students' lives and attitudes. Cost: $14.95

Classroom diversity: Connecting curriculum to students' lives

McIntyre, E., Rosebery, A., & Gonzalez, N. (Eds.) (2001). Portsmouth, NH: Heinemann.

This book illustrates how diverse classroom curricula are the keys to helping students achieve. *Classroom Diversity* takes a sociocultural approach for linking students' lives with curriculum and offers specific strategies from teachers who have done this successfully. Diversity examples go beyond ethnicity, language, and country of origin to consider issues like how to contextualize learning for rural white students of Appalachian descent. The classrooms described in this book use students' household-based funds of knowledge as resources for school-based funds of knowledge. The book provides real life strategies for teachers of all races to encourage academic achievement in children of all races. Cost: $19.00

Con respeto: Bridging the distances between culturally diverse families and schools

Valdes, G. (1996). New York: Teachers College Press.

This book is a must-read for those who work closely with Mexican families living in America. Valdés explains in full detail, with the use of personal stories, the gripping realities of building a new life and raising children in a foreign land. The book explores Mexican family values and the impact that American culture has on them. Readers will come to understand some of the typical reasons for school failure in Mexican children, the often misunderstood reasons for lack of family involvement in education, and the complexities of fighting the daily battle of living in America. Cost: $23.95

For ordering information, please see the Source List on page 29.

Conversations for three: Communicating through interpreters

Chen, D., Chan, S., & Brekken, L. (2000). Baltimore: Paul Brookes.

This video features effective strategies for service providers (who depend on interpreters to communicate with families) and interpreters to promote sensitive and effective communication. Guidance from interpreters with significant experience is also provided. An accompanying guide includes instructional objectives, key terms, notes, questions, activities, and handouts. Cost: $74.95

Cross-cultural dialogues: 74 brief encounters with cultural difference

Storti, C. (1994). Yarmouth, ME: Intercultural Press, Inc.

This book is a collection of brief conversations (4–8 lines) between an American and someone from another country and culture. Each dialogue has buried within it examples or breaches of cultural norms that may occur in different settings; many would be suitable for use in training to explore cultural differences. Cost: $16.95

Cultural and linguistic diversity and IDEA: An evaluation resource guide

Center for Innovation in Special Education (CISE). (1999). Columbia, MO: Author.

In response to Missouri's growing cultural and linguistic diversity, this publication addresses key cultural considerations in evaluation and assessment. Nice resource sections range from professional organizations to home language surveys in eight languages.

Cost: Free

Copies are available for loan (LP 12278) from the Center for Innovations in Special Education. The document is also available on the web at http://tiger.coe.missouri.edu/~mocise/ under the publications section.

Cultural competence in screening and assessment: Implications for services to young children with special needs ages birth through five

Anderson, M., & Goldberg, P. (1991, December). Minneapolis, MN: PACER Center.

This paper examines issues related to the screening and evaluation of young children from various cultural and linguistic backgrounds. Cost: $4.00

Cultural competence self-assessment questionnaire: A manual for users

Mason, J.L. (1995). Portland, OR: Portland State University, Research and Training Center on Family Support and Children's Mental Health.

An instrument to assist child and family-serving programs and agencies to identify cross-cultural strengths and areas in which change may be needed. Practical considerations, such as creating a positive environment in which to identify areas for change and implications for training, are also addressed. Cost: $8.00

Culturally responsive teaching: Theory, research & practice

Gay, G. (2000). New York: Teachers College Press.

The author of this thought-provoking book challenges educators to change their teaching patterns in order to better meet the needs of culturally and linguistically diverse students. *Culturally Responsive Teaching* brings together research, theory and practice and weaves them together, offering strategies for incorporating children's culture in the classroom as a support to academic achievement. This book also offers suggestions for reversing the under-achievement of students of color. Cost: $24.59

For ordering information, please see the Source List on page 29.

Culture and the clinical encounter: An intercultural sensitizer for the health professions

Gropper, R.C. (1996). Yarmouth, MA: Intercultural Press, Inc.

This monograph presents a series of critical incidents in which communication between a health professional and a patient or client breaks down due to a lack of knowledge about cutural differences. Four possible explanations are offered; information on best choices is presented in a separate section. The incidents could be used as part of preservice or inservice training, but would also be well-suited to self study. Stock No. P-382. Cost: $23.95

Culture, family, and providers

Center for Child and Family Studies. (1995). Sacramento, CA: California Department of Education.

This module is actually a set of integrated materials including two print resources (*Infant/toddler Caregiving: A Guide to Creating Partnerships with Parents* and *Infant/Toddler Caregiving: A Guide to Culturally Sensitive Care*), two video resources (*Essential Connections* and *Protective Urges: Working with the Feelings of Parents and Caregivers*), and a *Trainer's Manual*. Based on current theory and practice, these materials are clearly organized in lesson plans that can be covered in 45 minutes or more. Each lesson plan includes an overview, key concepts in culturally competent child care, materials, activity sheets, handouts, overheads, discussion questions, and options for further exploration. Cost: $159.00

Culture in special education: Building reciprocal family-professional relationships

Kalyanpur, M. & Harry, B. (1999). Baltimore, MD: Paul Brookes.

Using a powerful combination of research, examples, and personal experiences, the authors identify and challenge the cultural assumptions and values that are embedded in special education policies and practices in this country. Each chapter begins with a personal story shared by the authors who both grew up outside this country; by the end of the chapter the reader has been introduced to new ways of thinking about laws and policies, professional expertise and language, and parenting. The book also offers a framework for students to identify the personal and professional values they bring to interactions with culturally diverse families of children with disabilities. Cost: $28.00

Death at an early age: The destruction of the hearts and minds of Negro children in the Boston public schools

Kozol, J. (1967). New York: Penguin Books.

In 1964, Jonathan Kozol entered the Boston Public School System to teach fourth grade at one of its most overcrowded inner-city schools. This unsparing account offers revelations for students, teachers and families. Cost: $13.95

Developing cross-cultural competence: A guide for working with children and their families

Lynch, E.W., & Hanson, M.J. (1998). (2nd. ed.). Baltimore, MD: Paul Brookes.

This monograph has a variety of features, including guidelines for conducting a culturally sensitive home visit. Cost: $39.95

Developing roots and wings: A trainer's guide to affirming culture in early childhood programs

York, S. (1992). Beltsville, MD: Gryphon House.

This companion to *Roots and Wings: Affirming Culture in Early Childhood Programs* includes over 170 multicultural training activities adaptable to any audience or training style. Designed to prepare child care staff and caregivers to provide multicultural education that will prevent and eliminate the development of prejudice and racism in children, it also provides ideas for trainer support, training design, and personnel development. Cost: $29.95

For ordering information, please see the Source List on page 29.

Diversity: Reconciling contradictions

Gonzalez-Mena, J. (2000). Crystal Lake, IL: Magna Systems.

Parents who put their children into childcare may find themselves at odds with standards when they disagree with the program about what's best for children. This video moves beyond compromise and boldly asserts that it is possible to resolve contradictions without anyone giving in by finding a larger view that embraces diversity and incorporates it into the standards. Is it okay to draw pictures for children instead of just letting them do it for themselves? It is okay to toilet train a baby too young to sit on a potty alone? Using role play, this video considers these and other questions and proposes options for reconciling differences.

Cost: $89.95

Diversity & developmentally appropriate practices

Mallory, B.L., & New, R.S. (Eds.). (1994). New York: Teachers College Press.

The primary purpose of this edited volume is to provide a forum for the presentation of new challenges to the concepts and indicators of developmentally appropriate practices in early childhood. The dual focus on children representing cultural and developmental differences is carried out quite successfully throughout the volume. This thought-provoking volume makes an important contribution to the field. Stock No. 3299-0.

Cost: $41.00

Diversity blueprint: A planning manual for colleges and universities

University of Maryland, College Park and Association of American Colleges and Universities. (1998). Washington, DC: Association of American Colleges and Universities.

This manual is a planning guide for administrators, faculty and staff who want to create diversity policies and initiatives using collaborative, campus-wide planning efforts. This blueprint provides models and views from university leaders regarding the challenge of promoting diversity among faculty and students. Topics include how to begin diversity planning, the complexity of handling external influences to the campus, affirmative action, curricular transformation, faculty/staff hiring and retention, and building campus-wide support. Additionally, examples are provided of how several university programs and departments have made changes to achieve a more culturally diverse environment.

Cost: $29.00

Diversity consciousness: Opening our minds to people, cultures and opportunities

Bucher, R.D. (1999). Upper Saddle River, NJ: Prentice Hall.

This book offers strategies and examples for enhancing diversity awareness in college coursework. It is a student-friendly resource that helps students understand how to live in a diverse society. It is also a user-friendly resource offering objectives, instructional strategies and additional resources.

Cost: $19.00

Diversity icebreakers: A trainer's guide *and* More diversity icebreakers: A trainer's guide

Myers, S., & Lambert, J. (1996). Amherst, MA: Diversity Resources.

The goal of these guides is to provide short experiential activities that can be used as icebreakers to increase awareness of diversity and its influence in the workplace. They can also be used to introduce diversity topics and concepts, warm up a group, lead into more in-depth activities, or close a workshop.

Cost: $55.00 each

Diversity in children's lives: Children's books and classroom helps

Partnerships for Inclusion. (2001). Chapel Hill, NC: FPG Child Development Center, University of North Carolina.

This 25-page bibliography lists books that feature positive images of children who are culturally, linguistically and ability-diverse. The aspect(s) of diversity featured are included with each entry.

Cost: Available to download at http://www.fpg.unc.edu/~PFI/Pages/Headers/products.htm

For ordering information, please see the Source List on page 29.

Diversity training module: Fostering awareness, implementation, commitment, and advocacy

Jarvis, V.T., & Rodriguez, P. (1998). Raleigh, NC: North Carolina Department of Health and Human Services, Division of Early Intervention and Education.

These materials were developed to offer participants in both preservice and inservice settings a better understanding of diversity. Four sections offer outlines, handouts, vignettes and activities in the areas of awareness, implementation, commitment, and advocacy. A pre- and post-test are provided along with evaluation forms and supplemental resources. Cost: Free

The dreamkeepers: Successful teachers of African American children

Ladson-Billings, G. (1994). New York: Jossey-Bass.

Ladson-Billings examines eight exemplary teachers who differ in personal style and methods but share an approach to teaching that affirms cultural identity. Her portraits, interwoven with personal reflections derived from her experience, challenge readers to envision and create intellectually rigorous and culturally relevant classrooms that have the power to improve the lives of all students. Cost: $17.00

Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education

Hurtado, S., Milem, J., Clayton-Pederson, A., & Allen, W. (1999). ASHE/ERIC Higher Education Report Vol. 26, No. 8. Washington, DC: The George Washington University, Graduate School of Education and Human Development.

This monograph provides higher education administrators, faculty, and students (4-year and community college) with information that can guide them in improving the climate for diversity on their campuses. Strategies for addressing student and faculty diversification, examples of promising practice, and recommendations for action planning are offered. Cost: $24.00 including shipping and handling.

Experiential activities for intercultural learning

Seelye, H.N. (1996). Yarmouth, ME: Intercultural Press.

This book brings together a collection of 32 exercises and activities designed to augment the resources and expand the repertoire of trainers and educators. While some activities relate specifically to business interactions, many would be great for exploring cultural attitudes and biases. Stock No. P-372.

Cost: $21.95

The eye of the storm

ABC News. (1970). Mt. Kisco, NY: Guidance Associates.

A wake-up call for all ages, this award-winning 25-minute videotape and accompanying guide teach about prejudice using a dramatic framework. It records an innovative experiment in which a third-grade teacher in Riceville, Iowa divided her all-white class into "blue eyes" and "brown eyes," making one group superior or inferior to the other on successive days. The video demonstrates the nature and effects of bigotry by showing how easily prejudicial attitudes can lead to frustration, broken friendships and vicious behavior. This video, which is also available in Spanish, pairs well with *A Class Divided: Then and Now* (previously listed), which describes the enduring effects of the experiment.

Cost: $295.00

Family and community involvement: Reaching out to diverse populations

Southwest Educational Development Laboratory (SEDL). (2000). Austin, TX: SEDL.

This resource is geared toward teachers, principals, educational leaders and advocates who want to develop the meaningful involvement of culturally and linguistically diverse parents and community partners. It provides tips on how to communicate effectively and build more effective school-family-community collaboration. Available in Spanish.

Cost: $10.00. Download at no charge at http://www.sedl.org/pubs/catalog/items/fam29.html

For ordering information, please see the Source List on page 29.

Freedom's plow

Perry, T., & Fraser, J.W. (Eds.) (1993). New York: Routledge.

Freedom's Plow is designed to provide teachers and teachers-in-training with the practical resources they need to make their teaching practices more multicultural. The first of the book's four parts provides an intellectual framework for multicultural education, while the second offers firsthand perspectives on the practice of multiculturalism. Parts three and four offer essays to help teachers adopt alternative perspectives and structures for achieving multicultural education opportunities for young children. Cost: $21.99

Future vision, present work: Learning from the Culturally Relevant Anti-bias Leadership Project

Cronin, S., Derman-Sparks, L., Henry, S., Olatunji, C., & York, S. (1998). St. Paul, MN: Redleaf Press.

This book grapples with the multiple layers of diversity and commonality that we face in the United States. The authors invite us to witness and share their individual and collective journeys toward culturally relevant anti-bias leadership. A variety of resources for considering and pursuing community-based anti-bias work are included. Cost: $16.95

Hearing everyone's voice

Hopkins, S. (Ed.) (1999). Redmond, WA: Child Care Information Exchange.

Teachers, parents, and children share ideas in this guidebook for integrating peace education, anti-bias perspective, and democratic practice into early care and education settings. Each of ten sections (e.g., Stories to illustrate theories of children's social development) uses songs, stories, artwork, and activities to illustrate key concepts. Cost: $45.00

¡Hola means hello! Resources & ideas for promoting diversity in early childhood settings

Fenson, C., Dennis, B.C., & Palsha, S. (1998). (2nd ed.). Chapel Hill: UNC-CH, Frank Porter Graham Child Development Center.

Here's a resource that was designed to assist child care providers, teachers, and other personnel who provide services to young children and their families, in promoting diversity and fostering discussion of different beliefs, values and traditions. Sections include resources/materials for enhancing cultural awareness, a self-assessment checklist, booklists, and instructional resources. Cost: $5.00

Honoring diversity within child care and early education: An instructor's guide

Chud, G., & Fahlman, R. (1995). Victoria, BC: Curriculum Publications.

This two-volume guide was designed to provide information, resources, and references that will support implementation of diversity and anti-bias education principles in early childhood settings. Volume I addresses contextual issues, the teaching process, and integrating diversity within the early childhood curriculum. Volume II focuses on working with families, interacting with young children, program planning and implementation, practica, and administration. Both volumes include articles, activities, checklists, and other useful information.

Cost: Volume I ($44.00); Volume II ($33.50). Order #CPUB076.
Note: A 20% discount is available to educators.

Human diversity in action: Developing multicultural competencies for the classroom

Cushner, K.H. (1999). New York: McGraw-Hill.

This workbook is full of activities designed to actively engage students in (1) learning about the culture of self; (2) learning about the culture of others and intercultural interaction; and (3) modifying curriculum and instruction to more effectively welcome and embrace diversity in the classroom and school. This workbook was designed to accompany *Human Diversity in Education: An Integrative Approach* (see below).

Cost: $31.95

For ordering information, please see the Source List on page 29.

Human diversity in education: An integrative approach

Cushner, K.H., McClelland, A., & Safford, P.L. (1999). (3rd ed.) New York: McGraw Hill.

A core text for multicultural education courses, this book provides a broad treatment of the various forms of human diversity found in today's schools: nationality, ethnicity, race, religion, gender, class, language, sexual orientation, and ability. It also examines the broad social, cultural, and economic changes that are sweeping across the world and ways that are emerging to accommodate these changes. Case studies are used to introduce major concepts at the start of chapters and brief cases called critical incidents are used to focus attention on key concepts at the end of chapters. Chapter 6 (Developmentally appropriate classrooms) is particularly useful. Cost: $60.00

Infant/toddler caregiving: A guide to creating partnerships with parents

Center for Child and Family Studies. (1990). Sacramento: California Department of Education.

This caregivers' guide, designed to offer information on current theory, research and practice, could be used to support training about key aspects of effective child care environments. It starts with a vision statement for positive child, family and provider relationships, then progresses through nine sections that range from listening and responding to families' needs and considering the family in its culture to conducting business, any of which could be used to explore similar issues with a training audience. Part of the *Culture, family and providers* module described on page 10. Cost: $12.50

Infant/toddler caregiving: A guide to culturally sensitive care

Program for Infant Toddler Caregivers. (1995). Sacramento, CA: California Department of Education.

This guide is intended to offer caregivers information, based on current theory, research, and practice, for use in implementing culturally sensitive care in center-based and home-based programs. Readings, activities, questionnaires, and additional resources are clearly presented and easy to use. Cost: $12.50

It's in every one of us

Krutein, W., & Pomeranz, D. (1991). Van Nuys, CA: Child Health and Development Media, Inc.

This videotape illustrates, through a sequence of spectacular superimposed photographs, the enormous diversity of humankind. This brief (4-minute) and visually-stimulating message of the beauty and abundance of diversity works well as an opener or a closer for training. Cost: $35.00

Learning the way: A guide for the home visitor working with families on the Navajo reservation

Dufort, M., & Reed, L. (1995). Watertown, MA: Perkins School for the Blind.

This monograph provides information and strategies that can be used to increase the effectiveness of home visits and intervention planning. Good ideas for teaching/training about intercultural communication. Cost: $10.00

Looking in, looking out: Redefining child care and early education in a diverse society

Chang, H.N., Muckelroy, A., & Pulido-Tobiassen, D. (1996). San Francisco: California Tomorrow.

This thought-provoking monograph delineates five key principles (e.g., work in partnership with parents to respond to isses of race, language and culture) for providing quality child care in our diverse society. A chapter is devoted to each principle, and includes a discussion of the importance, and strategies and challenges for implementation. Cost: $27.00

For ordering information, please see the Source List on page 29.

Minorities in higher education 1999–2000

Wilds, D.J. (2000). Washington, DC: American Council on Education.

This report released by the Office of Minorities in Higher Education of the American Council on Education (ACE) summarizes the data on ethnic minority persons who have entered college as well as completed graduate programs. Additionally, this report focuses on the benefits of racial and ethnic diversity in higher education. These compelling data are a testament to why minority students should continue to be encouraged to apply to, attend, and complete programs at institutions of higher learning. Cost: $24.95

Multicultural education: Raising consciousness

Boutte, G. (1999). Florence, KY: Wadsworth Publishing Co.

This resource captures the complexity of multicultural education by examining issues from early childhood through elementary school, high school, university, and into the workplace. Assessment issues and parenting issues are examined along with many areas of multiculturalism, including ethnicity, religion, exceptionality, socioeconomic status, and gender. Readers will have many opportunities to examine their own beliefs from the standpoint of both institutional and individual discrimination. Practical application is mixed with theoretical, research, and conceptual information. Cost: $55.95

Multicultural education and resource guide for occupational therapy educators and practitioners

Wells, S.A. (1994). Rockville, MD: American Occupational Therapy Association.

A combination of materials (checklists, vignettes, activities) for addressing diversity at the awareness level. Order No. 1112. Cost: $20.00

Multicultural issues in child care

Gonzalez-Mena, J. (1997). (2nd ed.) Mountain View, CA: Mayfield Publishing Company.

This concise volume is designed to increase caregiver sensitivity to different cultural child care practices and values and to improve communication and understanding between caregivers and parents. The emphasis on practical, immediate issues of daily caregiving routines provides wonderful examples for teaching, training, or self-enrichment. Cost: $14.95

Multicultural strategies for community colleges

Kee, A.M., & Mahoney, J.R. (1995). Washington, DC: American Association of Community Colleges.

This publication offers a variety of resources: delineation of diversity issues, examples of successful strategies, and selected resources that address cultural diversity in community college settings. An agenda for minority education is also included, offering strategies for national organizations, states, campuses, faculty and students. Cost: $12.00

Non-biased assessment of the African-American child

Wyatt, T. (1995). Layton, UT: Ladnar Media Group.

This 62-minute videotape synthesizes current research, nonbiased assessment approaches, and clinical considerations specific to the language development of African-American children. Factual information covered includes differences in learning and communication styles,and differences between children from urban and rural settings. While some child language samples are provided, the majority of the film is in a lecture format, so skilled trainers may want to alternate didactic videotape segments with complimentary, interactive learning activities. Cost: $58.90

For ordering information, please see the Source List on page 29.

Observing preschoolers: Assessing first and second language development

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education.

In 30 minutes, this videotape illustrates a thoughtful process for learning more about young children through observation, documentation and discussion. This is a useful resource for supporting the development of observation skills and for learning to distinguish between children who are different and children who are disabled. Cost: $12.00

One child, two languages: A guide for preschool educators of children learning English as a second language

Tabors, P.O. (1997). Baltimore: Paul Brookes.

This book has been written to help early childhood educators understand the process of second language acquisition in young children and presents organizational and curricular strategies for developing a supportive classroom environment for second language learning children. Based on extensive research, the author offers a variety of resources (vignettes, teaching cases, classroom observations, suggestions for teaching/training, strategies for involving parents). Cost: $24.95

Our children, our hopes: Empowering African-American families of children with disabilities

PACER Center. (1993). Minneapolis, MN: Author.

This 15-minute videotape features conversations among African-American parents about their experiences. Cost: It can be purchased for $35 from PACER, or rented for 3–4 weeks at a time for $10.00

Parallels in time

Minnesota Governor's Council on Developmental Disabilities. (1996). Minneapolis: Author.

This CD-ROM includes six hours of training on the history of disabilities and the treatment of people with disabilities from ancient times to modern times. This unique resource features a quiz on the treatment of individuals with disabilities through the ages, print material, and numerous historically significant video and audio clips (e.g., scenes from the Willowbrook Institution, Martin Luther King speaking on civil rights). Each page is also linked to an audio reading of that page.

Cost: Free.

This resource is also available online at http://www.mncdd.org/parallels/menu.html. (In order to access the video and audio portions you will need QuickTime 3.0 or higher installed on your computer, and the QuickTime plug-in installed on your browser to play back numerous digital video and audio formats.)

Paths to African American leadership positions in early childhood education: Constraints and opportunities

National Black Child Development Institute. (1993). Washington, DC: Author.

This report describes a study done at the National Black Child Development Institute (NBCDI) that looks at how to ensure African American leadership roles in the field of early childhood education. The study was done with African American leaders in the field by way of surveys, interviews, and reviewing the literature. Among the findings of the study, educational achievement and lack of financial support were major barriers for African Americans to obtain more leadership positions. NBCDI presents primary conclusions and further recommendations to increase the number of African American leaders in the early childhood education field. Cost: $5.00

For ordering information, please see the Source List on page 29.

Paths to equity: Cultural, linguistic and racial diversity in Canadian early childhood education

Bernhard, J.K., Lefebvre, M.L., Chud, G., & Lange, R. (1995). North York, ON, Canada: York Lanes Press, Inc.

This report takes a close look at how Canadian educators, parents and service providers are handling the influx of culturally diverse persons entering their communities. Three studies are described: (1) The Centre Study, which included supervisors and teachers; (2) The Family Study, which included parents of different ethnic backgrounds; and (3) The Faculty Study, which included professors from colleges and universities. Thought-provoking conclusions and recommendations for addressing diversity are provided. The questions used in each study, which could be adapted to support self-examination by similar groups, are also included. Cost: $18.95

A place to begin: Working with parents on issues of diversity

Pulido-Tobiassen, D. , & Gonzalez-Mena, J. (1999). Sacramento: California Tomorrow.

This is a user-friendly binder with rich information, anecdotes, exercises, tools and handouts for parents and staff. Chapters cover Differences in Child Rearing, The Power of Racism in the World that Children are Growing up in, Supporting Health Identity Development in All Children, Language and Bilingualism and The Powerful Role of Childcare. This excellent training and staff resource includes handouts in Spanish, Vietnamese and Chinese. Cost: $24.95

Promoting cultural competence in children's mental health services

Hernandez, M., & Isaacs, M.R. (1998). Baltimore: Paul Brookes.

In response to challenges faced by children's mental health professionals working in culturally and linguistically diverse communities, this book proposes strategies for developing cultural competence across a range of services. Strong emphasis is placed on discovering and supporting community capability, especially as related to infant/toddler services and services to immigrant and refugee families. The authors offer self-assessment tools, troubleshooting suggestions, planning assistance, methods for recruiting and retaining diverse staff, and other resources that could be used for preservice or inservice education. Cost: $32.95

A race is a nice thing to have: A guide to being a white person or understanding the white persons in your life

Helms, J.E. (2000). Dallas, TX: Content Communications.

Written for a general audience, this book examines white racial identity and how its recognition may help to end racism. The author examines the phenomenon of white people who fail to understand that they have a racial identity—whether they are willing to recognize it or not—and that having it doesn't have to be a negative. Designed specifically for whites, but useful for others, this easy-to-read paperback includes examples and activities that enhance the reader's understanding of the part race plays in the lives of each of us. This book is being used in various programs and classes at universities, school districts and businesses across the country. Cost: $7.00

Reconceptualizing access in postsecondary education: Report of the policy panel on access

National Postsecondary Education Cooperative and American Council on Education. (1998). Washington, DC: EdPubs.

This thought-provoking report challenges the belief that any individual in this country has access to a postsecondary education. It explores who gets to college, how students' choose which college to attend and what influences the likelihood that those students will complete their college education. It also shares useful data on the influence of factors like race, gender and socioeconomic status on postsecondary performance.

Cost: Free. Also available to download at http://www.nced.ed.gov/pubs98/98283.pdf.

For ordering information, please see the Source List on page 29.

Restructuring schools for linguistic diversity: Linking decision making to effective programs

Miramontes, O.B., Nadeau, A., Commins, N.L., & Garcia, E. (1997). New York: Teachers College Press.

While many of the examples in this book pertain directly to school-aged children, it remains an information-packed resource. Major sections address contexts for decisionmaking, putting premises in practice, and decisionmaking in practice (which centers around three lengthy case studies). Rich lists of references and resources add value to this text as an instructional resource. Cost: $23.95

Roots and wings: Affirming culture in early childhood programs

York, S. (1991). Beltsville, MD: Gryphon House.

Here's a tool for assisting practitioners to address the many faceted and complex issues of cultural diversity and racial prejudice. In addition to ideas for integrating cultural perspectives into all aspects of program development and service delivery it includes over 60 hands-on activities for children that shape respectful attitudes toward cultural differences. Cost: $24.95

Savage inequalities: Children in America's schools

Kozol, J. (1992). New York: Harper/Collins Publishers, Inc.

Kozol paints a painfully realistic picture of American schools that serve minority populations and the communities in which minority children live. Touring the public schools in America's poorest areas, the author finds that most of the so-called integrated schools have placed their minority-children in "special classes." Furthermore, he finds that there are torn, dirty, and out-dated textbooks, unsafe playgrounds, overcrowded classrooms, and unhealthy lunches. This is a book that must be read by all educators and especially education administrators, whether in preservice or inservice training.

Cost: $14.00

Serving families of diverse cultures

Rowan, L., Meyden, R.V., & Pehrson, C. (1999). Logan, UT: SKI-HI Institute.

While designed to support early intervention service providers, this resource offers examples and insights for inservice and preservice use. Sections on cultural considerations in information gathering and intervention planning are particularly helpful. Checklists, vignettes, and reading lists are additional resources for teaching and training. Cost: $20.00

The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures

Fadiman, A. (1997). New York: The Noonday Press.

The clash between a small county hospital in California and a refugee family from Laos over the care of Lia Lee, a Hmong child diagnosed with severe epilepsy, is chronicled in this book. Lia's parents and her doctors both want what is best for her, but the lack of understanding between them leads to tragedy. Good writing and a thoughtful reader's guide featuring questions for discussion make this a rich resource for teaching and training. Cost: $14.00

Starting small: Teaching tolerance in preschool and the early grades

Teaching Tolerance Project. (1997). Montgomery, AL: Southern Poverty Law Center.

This video-and-text training kit offers early childhood educators strategies for implementing tolerance education programs for young children. The 250-page *Starting Small* book includes research-based commentary, suggestions for activities, and a comprehensive resource list. The 58-minute video highlights seven exemplary programs at sites throughout the country.

Cost: $30.00 (includes UPS charges). Note: One free set of these materials is available to a school serving young children. A written request on letterhead from the elementary principal, day care director, or teacher education department chair is required.

For ordering information, please see the Source List on page 29.

A tale of "O"

Kanter, R.M. (2000) Cambridge, MA: Goodmeasure.

Using the symbols of plentiful Xs and single Os to represent majority/minority groups, this video engages viewers in a series of powerful illustrations of the challenges of being visibly different. The focus on insider-outsider dynamics, by showing how a few Os learn to function in organizations made up of Xs, is very strong. Accompanying print materials make this a valuable, if costly, resource.

Cost: $495.00

Talking with preschoolers

Child Development Division, California Department of Education. (1998). Sacramento: California Department of Education.

This videotape is designed to help preschool team members and family members to develop skills and strategies for meeting the needs of culturally and linguistically diverse children. The tape is organized in short segments on different aspects of language, listening, and literacy development, suitable for introducing key concepts. A companion print resource (*Fostering the development of a first and a second language in early childhood: Resource guide*) offers additional material for teaching, and training.

Cost: Video ($12.00). Resource Guide ($10.75)

Teaching for inclusion: Diversity in the college classroom

Center for Teaching and Learning, University of North Carolina at Chapel Hill. (1997). Chapel Hill, NC: Author.

This free reproducible resource is designed to provide college teachers with an easy-to-use source of ideas and teaching techniques to help create instructional environments that are welcoming to and supportive of culturally diverse students. Sections on the importance of campus diversity, inclusive teaching, evaluations and grading offer examples that can be applied on any campus.

Cost: Free. Available to download from the web at
http://www.unc.edu/depts/ctl/tfitoc.html

Teaching other people's children: Literacy and learning in a bilingual classroom

Ballenger, C. (1999). New York: Teachers College Press.

What happens when a teacher does not share a cultural background with her students? Ballenger's narrative shares the experiences of one North American teacher who spent three years teaching Haitian children in an inner-city preschool. This engaging account, which does a splendid job of enforcing the importance of thoughtful research, can be a resource to preservice and inservice audiences alike.

Cost: $17.95

Teaching young children in multicultural classrooms: Issues, concepts, and strategies

de Melendez, W.R., & Ostertag, V. (1997). Albany, NY: Delmar Publishers.

This book is a comprehensive study of the historical, theoretical, and practical aspects of multicultural education as it relates to young children. Activity-related features, including "In Action," "Snapshots," "Focus on Classroom Practice," and "Things to Do" make this a very useful instructional resource for teaching and training.

Cost: $48.95

Teaching/learning anti-racism: A developmental approach

Derman-Sparks, L., & Phillips, C.B. (1997). New York: Teachers College Press.

Based on the authors' 20 years of experience teaching anti-racism to adults, this book provides both a conceptual framework and a "how to" guide for faculty who want to adapt anti-racism education for their programs. The book includes challenges, activities and teaching strategies, and analyses of students' growth, as illustrated by excerpts from journals that students were required to write as part of their course work with the authors.

Cost: $16.95

For ordering information, please see the Source List on page 29.

A three-way conversation: Effective use of cultural mediators, interpreters and translators

Spectrum Project and Project A.C.T. (1999). Denver: Western Media Products.

This video on the effective use of cultural mediators, interpreters, and translators provides comments and insights from both parents and service providers. One entire section is organized by video clips paired with probing questions that are helpful for organizing discussions and supporting learning.

Cost: $39.95

Transforming curriculum, empowering faculty: Deepening teachers' understanding of race, class, culture and language

Chang, H.N., Edwards, J.O., Alvarado, C., & Pulido-Tobiassen, D. with C.L. Morgan. (1999). Oakland, CA: California Tomorrow.

This publication offers insights into the impact of changing demographics on community colleges, the implications of racism, classism, and cultural and linguistic diversity for campuses and early childhood education, guiding principles for effective training about equity and diversity, and strategies for implementing these principles on a personal or program level. This is a great new resource for anyone commited to rethinking the way we equip college faculty and early childhood teachers to effectively educate their diverse students. Cost: $15.00

True colors

ABC News. (1991). Buffalo Grove, IL: corVISION Media, Inc.

In this 17-minute segment from ABC's PrimeTime Live, host Diane Sawyer follows two college-educated men in their mid thirties—one black, one white—as they involve themselves in a variety of everyday situations to test levels of prejudice based on skin color. Acting within the scenario of moving to a new town, undercover cameras follow the two men separately as they each try to rent an apartment, respond to job listings, purchase a car, and conduct everyday activities such as shopping. The responses in both the white and racially mixed communities are consistent and shocking. In every instance, one is welcomed into the community while the other is discouraged by high prices, long waits, and unfriendly salespeople. This is a powerful resource for teaching about the experiences with discrimination in daily life. Cost: $325.00

Turning the tides of exclusion: A guide for educators and advocates for immigrant students

Jaramillo, A., & Olsen, L. (1999). Sacramento: California Tomorrow.

This rich guide offers powerful strategies, tools and activities, illustrated by real life examples, of how to improve educational opportunities for language minority and immigrant students. Based on 15 years of research and work in California schools, this resource covers topics that include understanding and responding to the complexity of immigrant students' lives and experiences, using students' voices as catalysts for change and shaping collaborative professional development. Cost: $24.95

Understanding diversity: A learning-as-practice primer

Okun, B.F., Fried, J., & Okun, M.L. (1999). Pacific Grove, CA: Brooks/Cole Publishing Company.

The learning-as-practice approach of this book uses role play, self-aware-ness exercises, communication techniques, and other strategies to assist readers in learning and applying new interpersonal skills and behaviors. Each chapter focuses on a different factor that affects our perceptions of others (e.g., verbal interactions, nonverbal interactions, time and space). Cost: $34.95

Using children's literature to learn about disabilities and illness

Blaska, J.K. (1996). Moorhead, MN: Practical Press.

Developed for practitioners who work with young children, with or without disabilities, this book is designed to promote awareness of diversity of ability. Contents include reviews of 130 children's books, published since 1980, that include a character with an illness or disability. Cost: $19.95

For ordering information, please see the Source List on page 29.

Valuing diversity: The primary years

McCracken, J.B. (1997). Washington, DC: National Association for the Education of Young Children (NAEYC).

This book presents ideas and suggestions for how teachers can develop and implement developmentally appropriate anti-bias curricula teaching children in early elementary school to value diversity. Guidelines for evaluating and developing curricula, environments, learning materials and activities are provided, emphasizing realistic depiction of a wide variety of human cultures and characteristics in ways that provide children with experiential learning while fostering principles of democracy alongside pride in each child's heritage. Lists of recommended resources are provided, including children's books and recordings as well as resources for teachers. Cost: $5.00

Walking the walk: Principles for building community capacity for equity and diversity

Chang, H.N., Louie, N., Murdock, B., Pell, E., & Femenella, T.S. (2000). Oakland, CA: California Tomorrow.

Based on a multi-year national process for working with diverse individuals to improve their communities, this resource describes nine underlying principles designed to help people individually and collectively build community capacity to promote equity and diversity. The book offers a framework of what is possible, including developing leadership, reaffirming cultural values and practices, promoting community self-determination, actively addressing bias and reflecting on next steps. An accompanying tool, *Change Starts with Self*, can help individuals to self-assess what they can do to carry out the principles. Cost: $14.95

We all belong: Multicultural child care that works

Australian Early Childhood Association. (1993). St. Paul, MN: Redleaf Press.

This 26-minute videotape leads viewers on a tour of a center that has integrated the daily cultural lives of children into an early childhood setting. Basic principles they have followed are highlighted, including how families have been engaged to guide the learning about family cultures. Film segments could be used to observe and discuss inclusion, mixed-age groupings, environment, staff-child ratio, and alternatives to a "culture of the week" approach to diversity. Cost: $29.95

We can't teach what we don't know: White teachers, multiracial schools

Howard, G.R. (1999). New York: Teachers College Press.

With lively stories and compelling analysis, Gary Howard engages his readers on a journey of personal and professional transformation. From his 25 years of experience as a multicultural educator, he looks deeply into the mirror of his own racial identity to discover what it means to be a culturally competent White teacher in racially diverse schools. Inspired by his extensive travel and collaboration with students and colleagues from many different cultures, *We Can't Teach What We Don't Know* offers insights and options to enhance the repertoire of future or current educators. Cost: $20.95

For ordering information, please see the Source List on page 29.

Appendix

Diversity Organizations & Associations

All One Heart: Diversity Tolerance Education

The goal of the non-profit organization All One Heart is to help educate about medical conditions, cultural and religious differences, age, and race. All One Heart reaches out through several means, including an online bookstore and video store, a monthly newsletter, and their website's "Bulletin Board" and "Your Ideas" interactive pages. All One Heart also work in communities using their upcoming in-classroom Teaching Tolerance programs.

All One Heart
12190 Perris Boulevard, Suite F141
Moreno Valley, CA 92557
Phone: (909) 247-7699
Fax: (909) 924-1882
Email: michele@alloneheart.com
Web: http://www.alloneheart.com/

Association on Higher Education and Disabilities (AHEAD)

Association on Higher Education and Disabilities is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities. The Association is a vital resource, promoting excellence through education, communication and training.

AHEAD
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
Phone: (617) 287-3880 (voice) 617-287-3882 (TTY)
Fax: (617) 287-3881
Email: AHEAD@umb.edu
Web: http://www.ahead.org/

California Tomorrow

Based on research and work to facilitate institutional change, California Tomorrow articulates a vision and direction for building a strong and just multicultural society. This non-profit organization offers many resources, including publications that can be used as texts in university classrooms, as curriculum for professional development in early childhood programs and public schools, and as resources for community agencies and residents.

California Tomorrow
1904 Franklin Street, Suite 300
Oakland, CA 94612
Phone: (510) 496-0220
Fax: (510) 496-0225
Email: info@californiatomorrow.org
Web: http://www.californiatomorrow.org/

For ordering information, please see the Source List on page 29.

Center for Research on Education, Diversity & Excellence (CREDE)

This research center, funded by the U.S. Department of Education, focuses on critical issues in the education of linguistic and cultural minority students and those placed at risk by factors of race, poverty, and geographic location. CREDE offers many valuable resources for professional development in education, including interactive CDs for teacher learning, publications, and information related to diversity projects.

CREDE
University of California, Santa Cruz
1156 High Street
Santa Cruz CA 95064
Phone: (831) 459-3500
Fax: (831) 459-3502
Email: crede@cats.ucsc.ed
Web: http://www.crede.ucsc.edu/home.html

Culturally and Linguistically Appropriate Services / Early Childhood Research Institute (CLAS)

In collaboration with many colleagues representing diverse cultural and linguistic roots, the CLAS Early Childhood Research Institute, funded by the U.S. Department of Education, collects and describes early childhood/early intervention resources that have been developed across the U.S. for children with disabilities and their families and the service providers who work with them.

CLAS
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61821
Phone: (217) 333-4123
Toll Free: (800) 583-4135
Email: clas@uiuc.edu
Web: http://clas.uiuc.edu/

Cultural Competence Website

In an effort to surmount a common barrier of collaboration, the Center for Effective Collaboration and Practice, funded by the U.S. Department of Education, has recognized the need for and created this website to promote cultural competence and awareness across disciplines. The site provides answers to many questions about cultural competence, including explanations of the differences between cultural knowledge, awareness, and sensitivity. It also has many links to projects and programs related to promoting cultural diversity and integrating cultural competence in education.

Cultural Competence
Center for Effective Collaboration and Practice
1000 Thomas Jefferson Street NW, Suite 400
Washington, DC 20007
Phone: (202) 944-5300 or Toll Free: (800) 457-1551
TTY: (877) 334-3499
Fax: (202) 944-5454
Email: center@air.org
Web: http://www.air.org/cecp/cultural/default.htm

Diversity Database

Diversity Database is a comprehensive index of multicultural and diversity resources developed at the University of Maryland. Their website includes many links to diversity-related syllabi. Directories include resources for age, class, disability, gender, national origin, race and ethnicity, religion and sexual orientation.

The University of Maryland
Office of Human Relations Programs
College Park, MD 20742
Phone: (301) 405.1000
Email: diversity@umail.umd.edu
Web: http://www.inform.umd.edu/EdRes/Topic/Diversity/

Diversity Rx

Diversity Rx is a clearinghouse of information on how to meet the language and cultural needs of minorities, immigrants, refugees and other diverse populations seeking health care. This organization provides resources and information relating to model programs, best practices, training courses, quality assessments, legal issues, and understanding the needs of diverse healthcare clients.

Diversity Rx
8915 Sudbury Road
Silver Spring, MD 20901
Phone: (301) 588-6051
Email: rcchc@aol.com
Web: http://www.DiversityRx.org/

DiversityWeb

DiversityWeb is a resource-packed website, sponsored by the University of Maryland. Designed for institutions of higher education, resources on DiversityWeb are organized around seven Campus Diversity Priorities: (1) institutional vision, leadership and systemic change; (2) student involvement and development; (3) campus and community connections; (4) research evaluation and impact; (5) curriculum transformation; (6) faculty and staff involvement; and (7) policy and legal issues.

DiversityWeb
University of Maryland
College Park, MD 20742
Phone: (301) 405-1000
Email: diversity-web@umail.umd.edu
Web: http://www.diversityweb.org/

The Family Involvement Network of Educators (FINE)

Under the leadership of the Harvard Family Research Project, FINE is building a community of educators and policymakers that will offer teachers and school administrators sound preparation for greater family involvement in education. One of the goals of FINE is to provide policy-makers, practitioners, and foundations with research and information to guide them in their efforts to promote diversity and cultural competence among personnel working with families and children.

FINE
Harvard Family Research Project
38 Concord Avenue
Cambridge, MA 02138
Phone: (617) 495-9108
Fax: (617) 495-8594
Email: fine@gse.harvard.edu
Web: http://gseweb.harvard.edu/~hfrp/projects/fine.html

Gay, Lesbian, Bisexual, Transgender Resources (GLSEN)

GLSEN provides a variety of resources for diversity specialists and teachers that includes books, classroom activities and educational videos. Other resources available through the GLSEN web site include statistical profiles, bibliographies and activities for awareness, identity clarification or anti-bias education.

GLSEN
121 West 27th Street, Suite 804
New York, NY 10001
Phone: (212) 727-0135
Fax: (212) 727-0254
Email: glsen@glsen.org
Web: http://www.glsen.org

Interracial Voice

This is an independent, networking news journal serving the interracial community in cyberspace. The news journal is dedicated to the recognition of mixed-race as a separate racial entity and identifies many resources for professionals to use in preservice training, including essays, speeches, reports, interviews, publications, catalogs, and current research on interracial campus or community issues.

Interracial Voice
P.O. Box 560185
College Point, NY 11356-0185
Phone: (212) 539-3872
Email: intvoice@webcom.com
Web: http://www.webcom.com/~intvoice/

Intercultural Development Research Association (IDRA)

IDRA is an independent, non-profit organization that advocates the right of every child to a quality education. IDRA conducts diversity-related research and development activities; creates, implements and administers innovative education programs; and provides teacher, administrator, and parent training and technical assistance.

IDRA
5835 Callaghan Road, Suite 350
San Antonio, TX 78228-1190
Phone: (210) 444-1710
Fax: (210) 444-1714
Web: http://www.idra.org/default.htm

Multicultural Pavilion: Resources and Dialogues for Students, Teachers, and Activists

This site, authored by Dr. Paul Gorski, Coordinator of the Student Intercultural Learning Center at the University of Maryland, College Park, provides many resources for educators to explore and discuss multicultural education. It also includes resources for educators to work toward self-awareness and development, and provides forums for educators to interact and collaborate toward a critical approach to multicultural education.

Multicultural Pavilion
Paul Gorski, Ph.D.
9348 Cherry Hill Road, Apt. 504
College Park, MD 20740
Phone: (301) 474-6650
Email: gorski@earthlink.net
Web: http://curry.edschool.virginia.edu/go/multicultural/

National Association for Multicultural Education (NAME)

National Association for Multicultural Education (NAME) strives to bring together individuals from all levels of education, different academic disciplines and from diverse educational institutions and occupations to work for improvement in multicultural education. Some of the diversity resources available through NAME include videos, publications, journals, lesson plans, conferences, a listserv, and other links.

NAME
733 Fifteenth Street NW, Suite 430
Washington, DC 20005
Telephone: (202) 628-6263
Fax: (202) 628-6264
Email: name@nameorg.org
Web: http://www.nameorg.org

National Black Child Development Institute (NBCDI)

Through hands-on service and community-outreach programs, NBCDI initiates positive change for the health, welfare, and educational needs of all African-American children. Some examples include: (1) training professionals and parents to work more effectively with African-American children, (2) tutoring African-American youth to achieve academically, (3) researching issues and producing resources to aid parents and human service providers, and (4) serving the needs of community leaders dedicated to informing the public about local and national issues affecting African-American children.

NBCDI
1101 15th Street NW, Suite 900
Washington DC 20005
Phone: (202) 833-2220
Fax: (202) 833-8222
Email: moreinfo@nbcdi.org
Web: http://www.nbcdi.org/

National Center for Cultural Healing (NCCH)

National Center for Cultural Healing (NCCH) can provide support for your group or organization as they work to promote diversity. NCCH can provide resources on how to evaluate system development needs, construct a framework for strategic action, and select appropriate tools and strategies and learn to use them to support your work.

NCCH
Archdale Road
Reston, Virginia 20191
Phone: (703) 264-1994
Fax: (703) 716-6159
Email: information@culturalhealing.com
Web: http://www.culturalhealing.com/

National Clearinghouse for Bilingual Education (NCBE)

National Clearinghouse for Bilingual Education (NCBE) is a federally-funded project established to collect, analyze, and disseminate information relating to the effective education of linguistically and culturally diverse learners in the United States. NCBE works with other service providers to provide access to high quality information to help states and local school districts develop programs and implement strategies for helping all students work towards high academic standards. NCBE provides a valuable source of information for individuals working in foreign language programs, English as a Second Language programs, Head Start, Title I, Migrant Education, or Adult Education programs.

NCBE
George Washington University Center for the Study of Language & Education
2121 K Street NW, Suite 260
Washington, DC 20037
Phone: (800) 321-NCBE (6223) or (202) 467-0867
Fax: (800) 531-9347 or (202) 467-4283
Email: askncbe@ncbe.gwu.edu
Web: http://www.ncbe.gwu.edu/

Oyate

Oyate is a Native organization whose work includes the following: evaluation of texts, resource materials and fiction by and about Native peoples; conducting of teacher workshops in which participants learn to evaluate children's material for anti-Indian biases; administration of a small resource center and library; and distribution of books and materials for children, young adults, and teachers, with an emphasis on writing and illustration by Native people.

Oyate
2702 Mathews Street
Berkeley, CA 94702
Phone: (510) 848-6700
Fax: (510) 848-4815
Email: oyate@oyate.org
Web: http://www.oyate.org/index.html

Teaching Tolerance

Teaching Tolerance is a national education project dedicated to helping teachers foster equity, respect and understanding from preschool all the way to the graduate level classroom and beyond. Sponsored by Southern Poverty Law Center, a national non-profit rights organization, Teaching Tolerance strives to educate people about the problems of hate and intolerance and offers free or low-cost resources to educators at all levels.

Teaching Tolerance
c/o The Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
Phone: (334) 264-0286
Fax: (334) 264-0629
Web: http://www.splcenter.org/teachingtolerance/tt-index.html

Appendix

Publishers of Diversity Resources

A number of publishers specialize in offerings that reflect cultural and linguistic diversity. This section features publishers that offer products (for adults and children) in multiple languages and products that promote cultural competence.

America's Stir-Fry Multi-Cultural Books
950 22nd Avenue, Suite A
Seattle, WA 98122
(206) 860-4951
Fax: (206) 860-6051
Email: stirfry@americas-stirfry.com
Web: http://www.americas-stirfry.com/frames.html

Anti-Defamation League Resources for Classroom and Community
823 United Nations Plaza
New York, NY 10017
(800) 343-5540
Fax: (201) 652-1973
Email: tmcndy@aol.com
Web: http://www.adl.org/form__resource_catalog.html

Arte Publico Press
University of Houston
4800 Calhoun
Houston, TX 77204-2090
(800) 633-ARTE
Web: http://www.arte.uh.edu/

Asia for Kids
Master Communications, Inc.
4480 Lake Forest Drive, Suite 302
Cincinnati, OH 45242-3726
(800) 765-5885
Fax: (513) 563-3105
Email: info@afk.com
Web: http://www.asiaforkids.com

Bilingual & ESL Education
Lawrence Erlbaum Associates, Inc.
10 Industrial Avenue
Mahwah, NJ 07430-2262
(800) 926-6579
Fax: (201) 760-3735
Email: orders@erlbaum.com
Web: http://www.erlbaum.com

California Tomorrow
1904 Franklin Street, Suite 300
Oakland, CA 94612
(510) 496-0220, ext. 23
Fax: (510) 496-0225
Email: generalinfo@californiatomorrow.org
Web: http://www.californiatomorrow.org

Children's Book Press
2211 Mission Street
San Francisco, CA 94110
(415) 821-3080
(800) 788-3123
Fax: (415) 821-3081
Email: info@cbookpress.org
Web: http://www.cbookpress.org/

Cinco Puntos Press
2709 Louisville
El Paso, TX 79930
(915) 566-9072
(800) 566-9072
Fax: (915) 565-5335
Email: leebyrd@cincopuntos.com
Web: http://www.cincopuntos.com

Colorful World: Culturally Diverse Products for Children of All Ages
Colorful World
5765-F Burke Center Parkway
Suite 303
Burke, VA 22015
(703) 764-2990
(800) 934-FUN
Fax: (703) 716-5885
Email: info@colorfulworld.com

Del Sol Books
29257 Bassett Road
Westlake, OH 44145
(888) 335-7651
Fax: (440) 892-5546W
Email: books@delsolbooks.com
Web: http://www.delsolbooks.com/

Publishers

Donnelly/Colt Progressive Resources
Box 188
Hampton, CT 06247
(860) 455-9621
Fax: (800) 553-0006
Email: info@donnellycolt.com
Web: http://www.progressivecatalog.com/catalog/core.shtml

Lectorum Publications Inc.
205 Chubb Avenue
Lyndhurst, NJ 07071
(800) 345-5946
(877) 532-8676
Web: http://www.lectorum.com

Lee & Low Books
95 Madison Avenue, Suite 606
New York, NY 10016
(212) 779-4400
(800) 320-3395
Fax: (212) 683-1894
Email: info@leeandlow.com
Web: http://www.leeandlow.com

Libros Sin Fronteras
P.O. Box 2085
Olympia, WA 98507
(360) 357-4332
Fax: (360) 357-4964
Email: info@librossinfronteras.com
Web: http://www.librossinfronteras.com/index.html

Mariuccia Iaconi Book Imports
970 Tennessee Street
San Francisciso, CA 94107
(415) 821-1216
Fax: (415) 821-1596
Web: http://www.mibibook.com/

Modern Signs Press, Inc.
P.O. Box 1181
Los Alamitos, California 90720
(562) 596-8548
V/TTY Phone: (562) 493-4168
Fax: (562) 795-6614
Email: modsigns@aol.com
Web: http://www.modsigns.com/

Multicultural Books & Videos, Inc.
28880 Southfield Road, Suite 183
Lathrup Village, MI 48076
(800) 567-2220

Niños-Genesis Direct
100 Plaza Drive
Secaucus, NJ 07094
(800) 634-3304
Fax: (201) 583-3644
Email: ninos@genesisdirect.com

Syracuse Cultural Workers
Dept. 712
P.O. Box 6367
Syracuse, NY 13217
(315) 474-1132
Fax: (877) 265-5399
Email: scw@syrculturalworkers.org
Web: http://www.syrculturalworkers.org/index.html

Teaching Tolerance
400 Washington Avenue
Montgomery, AL 36104
(334) 264-7310
Fax: (334) 264-7310
Web: http://www.splcenter.org/teachingtolerance/tt-index.html

TyER-A
820 North Third Street
Kingsville, TX 78363-4446
(877) 964-0644
(361) 595-4303
Web: http://www.tyera.com/

Appendix

Source List

American Association of Community Colleges
One Dupont Circle NW, Suite 410
Washington, DC 20036-1176
(202) 728-0200
Web: http://www.aacc.nche.edu

American Council on Education
ACE Fulfillment Services
Department 191
Washington, DC 20055-0191
Phone: (202) 939-9300
Fax: (202) 833-4760
Email: web@ace.nche.edu
Web: http://www.acenet.edu/

American Occupational Therapy Association
P.O. Box 3800
Forrester Center, WV 25438-9941
(877) 404-2682
Fax: (800) 525-5562
Web: http://www.aota.org

Argonaut Press
Attn: Ella Mazel
One Militia Drive
Lexington, MA 02421
(781) 862-4521
Fax: (781) 862-4253
Email: ellam@webtv.net

Association of American Colleges and Universities
1818 R Street NW
Washington, DC 20009
Phone: (202) 387-3760
Fax: (202) 265-9532
Email: info@aacu.nw.dc.us
Web: http://www.aacu-edu.org

Brooks/Cole Publishing Company
511 Forest Lodge Road
Pacific Grove, CA 93950
Butterworth-Heinemann
225 Wildwood Avenue
Woburn, MA 01801
(800) 366-2665
Fax: (800) 446-6520
Web: http://www.bh.com/

California Department of Education
CDE Press
P.O. Box 271
Sacramento,CA 95812-0217
(916) 445-1260
(800) 995-4099
Fax: (916) 323-0823
Web: http://www.cde.ca.gov/cdepress/

California Tomorrow
1904 Franklin Street, Suite 300
Oakland, CA 94612
(510) 496-0220, ext. 23
Fax: (510) 496-0225
Email: generalinfo@californiatomorrow.org
Web: http://www.californiatomorrow.org

Center for Innovation in Special Education (CISE)
University of Missouri-Columbia
Department of Special Education
Parkade Center, Suite 152
601 Business Loop 70 West
Columbia, MO 65211-8020
(573) 884-7275 or (800) 735-2966 (TDD)
Web: http://tiger.coe.missouri.edu/~mocise/

Center for Teaching and Learning
University of North Carolina, Chapel Hill
CB# 3470
Chapel Hill, NC 27599-3470
(919) 966-1289
Fax (919) 962-5236
Web: http://www.unc.edu/depts/ctl/

Child Care Information Exchange
P.O. Box 3249
Redmond, WA 98073-3249
(800) 221-2864
Email: ccie@ccie.com
Web: http://www.ccie.com/

CLAS (Culturally and Linguistically Appropriate Services) Early Childhood Research Institute
Attn: Ron Banks
61 Children's Research Center
51 Gerty Drive, Champaign, IL 61820
(800) 583-4135
Web: http://clas.uiuc.edu/

Source List

Content Communications
1511 Preston Road, Suite 107
PMB 234
Dallas, TX 75248-4863
Fax: (972) 960-9370

corVISION Media, Inc.
1359 Barclay Boulevard
Buffalo Grove, IL 60089
(800) 537-3130
Fax: (847) 537-3353
Email: corvision@aol.com
Web: http://www.corvision.com

Curriculum Publications
Marketing Department
Open Learning Agency
4355 Mathissi Place
Burnaby, BC Canada V5G 4S8
(800) 663-1653
Fax: (604) 431-3381
Email: Catalogue@ola.bc.ca
Web: http://www.ola.bc.ca/ol/services/market/

Delmar Publishers
3 Columbia Circle, Box 15015
Albany, NY 12212-5015
Email: info@delmar.com
Web: http://www.delmar.com/delmar.html

EdPubs
PO Box 1398
Jessup, MD 20794-1398
(877) 4-ED-PUBS
TTY/TDD (877) 576-7734
Fax: (301) 470-1244
Web: http://www.ed.gov/pubs/edpubs.html

FPG Child Development Center
Publications Office
CB# 8185 Sheryl Mar Bldg.
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-8185
(919) 966-4221
Fax: (919) 966-0862
Email: pubs@mail.fpg.unc.edu
Web: http://www.fpg.unc.edu

The George Washington University
Department of Teacher Preparation and Special Education
Early Intervention Program
Graduate School of Education and Human Development-DTPSE
2134 G Street NW, Room 416
Washington, DC 20052
(202) 973-1534
Web: http://www.gwu.edu/~tpse

Goodmeasure, Inc.
P.O. Box 381609
Cambridge, MA 02238-1609
(617) 868-8662
Fax (617) 576-7671
Email: bastein@goodmeasure.com

Gryphon House
P.O. Box 207
Beltsville, MD 20704-0207
(301) 595-9500
(800) 638-0928
Fax: (301) 595-0051
Web: http://www.ghbooks.com/

Guidance Associates
P.O. Box 100
Mt. Kisco, NY 10012
(800) 431-1242, ext. 101
Fax: (914) 666-5319
Web: http://www.guidanceassociates.com/

Harper/Collins Publishers
10 East 53rd Street
New York, NY 10022
(212) 207-7528
Fax: (212) 207-7222

Heinemann
361 Hanover Street
Portsmouth, NH 03801-3912
(800) 793-2154
Fax: (603) 431-7840
Web: http://www.heinemann.com

Intercultural Press
374 US Route One
P.O. Box 700
Yarmouth, ME 04096
(207) 846-5168
(800) 370-2665
Fax: (207) 846-5181
Email: books@interculturalpress.com
Web: http://www.interculturalpress.com/shop/index.html

Jossey-Bass/Pfeiffer
350 Sansome Street, 5th Floor
San Francisco, CA 94104-1342
(800) 274-4434
Fax: (800) 569-0443
Web: http://www.pfeiffer.com

Ladnar Media Group
P.O. Box 852
Layton, UT 84041
(801) 544-1388
Fax: (801) 544-9216
Email: admin@infolnks.com
Web: http://www.infolnks.com

Magna Systems
101 North Virginia Street Suite 105
Crystal Lake, IL 60014-9800
(800) 203-7060
Fax: (815) 459-4280
Email: magnasys@ix.netcom.com
Web: http://www.webering.com/magna/index.htm

Mayfield Publishing
1280 Villa St.
Mountain View, CA 94041
(800) 433-1279
Fax: (650) 960-0328
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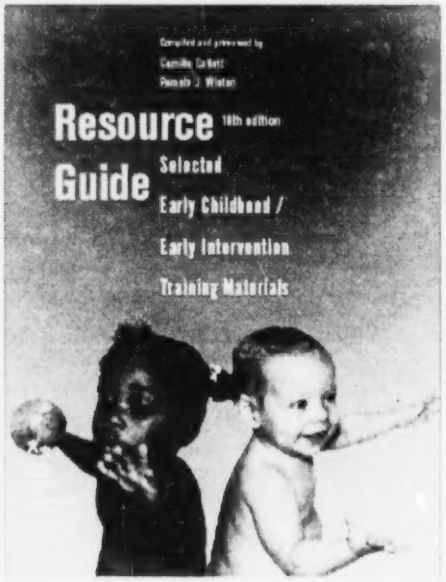

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